

STATE SELPA IEP TEMPLATE

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Concerns of parent relevant to educational progress _____

How disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)

Student will not participate in the general education environment for _____

because _____

In order for the student to advance appropriately toward attaining annual goals, to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities:

Specify supplementary aids and services to be provided to or on behalf of the student _____

Specify program modifications for student and/or supports for school personnel _____

Does student require assistive technology devices and/or services or low incidence services, equipment and materials to meet educational goals and objectives? ☐ No ☐ Yes (specify) _____

Parents will be informed of progress ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other _____

How? ☐ Annotated Goals/Objectives ☐ Progress Summary Report ☐ Other _____

Promotion/Graduation Standards

☐ District ☐ Substantial Progress on Goals ☐ Other _____

Is student blind or visually impaired?

☐ No ☐ Yes. Instruction in Braille and/or the use of Braille will be provided
☐ Yes. Instruction in Braille and/or the use of Braille is not appropriate because _____

Is student an English Language Learner?

☐ No ☐ Yes. Student's level of English proficiency related to the IEP will be addressed by _____

Is student deaf or hard of hearing?

☐ No ☐ Yes. Describe specialized communications strategies required and opportunities for direct instruction and communication with peers and adults in the student's language, academic level, and mode of communication _____

Does student's behavior impede learning of self or others?

☐ No ☐ Yes (describe) _____

☐ Specify positive behavior interventions, strategies, and supports _____

☐ Behavior Support Plan (BSP) attached ☐ Behavior Intervention Plan (BIP) attached

Transition

☐ Activities to support transition from preschool to kindergarten, from special education special class and/or NPS to regular class _____

☐ For students at age 14, or younger as appropriate, describe transition service needs of student related to courses of study _____

☐ For students beginning at age 16, see ITP page..

☐ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18) _____

Date By Whom